

DOCUMENT RESUME

ED 477 372

UD 035 702

TITLE Education Watch: The Nation. Key Education Facts and Figures. Achievement, Attainment and Opportunity from Elementary School through College.

INSTITUTION Education Trust, Washington, DC.

PUB DATE 2003-00-00

NOTE 21p.; For a summary of achievement gap data, see UD 035 701. For individual state reports, see UD 035 740-790.

AVAILABLE FROM The Education Trust, 1725 K Street, NW, Suite 200, Washington, DC 20006. Tel: 202-293-1217; Fax: 202-293-2605; Web site: <http://www.edtrust.org>.

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)

EDRS PRICE EDRS Price MF01/PC01 Plus Postage.

DESCRIPTORS *Academic Achievement; American Indians; Black Students; *Educational Attainment; Educational Finance; Elementary Secondary Education; Equal Education; Grade 4; Grade 8; Higher Education; Hispanic American Students; Mathematics Achievement; *Minority Group Children; Paying for College; Poverty; Reading Achievement; Science Achievement; Tables (Data); *Teacher Competencies; White Students

IDENTIFIERS *Achievement Gap

ABSTRACT

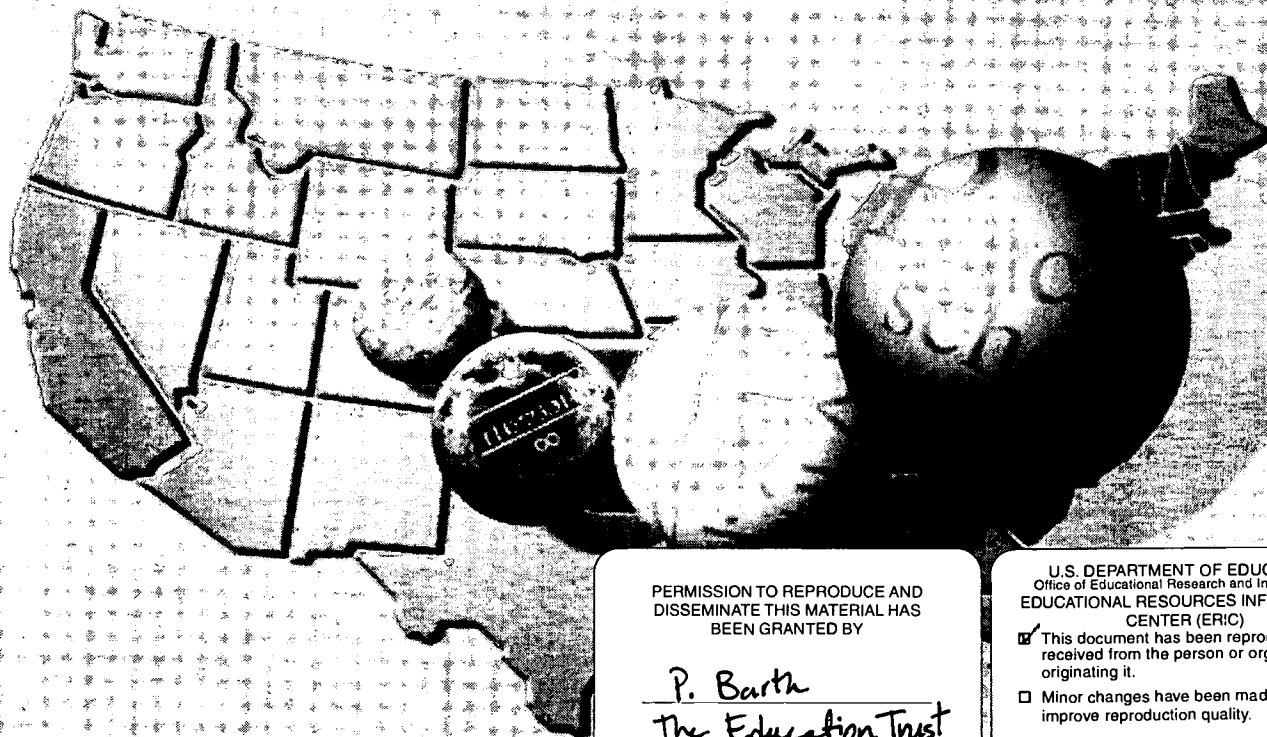
This annual report features national data on academic progress in U.S. public schools, showing student achievement and opportunity patterns from kindergarten through college, by race, ethnicity and family income. It focuses on academic achievement (reading performance on the most recent administration of the National Assessment of Educational Progress (NAEP) in grade four; mathematics performance on the 2000 NAEP in grade eight; how the nation's achievement compares by state, race/ethnicity, and socioeconomic status); attainment (high school and college success, the nation's student demographics, participation and success in advanced placement courses, high school graduates, and college graduates); and opportunity (opportunity gaps, teacher quality gaps, challenging curricula, special student placements, and investments, funding gaps, and college affordability gaps). Appended is a description of the sources used in collecting data and definitions of measurements of performance. (SM)

Education Watch

THE NATION

Key Education Facts and Figures

Achievement, Attainment and Opportunity



PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

P. Barth
The Education Trust

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

From Elementary School through College

Prepared by the Education Trust, Inc.



Winter 2002-2003

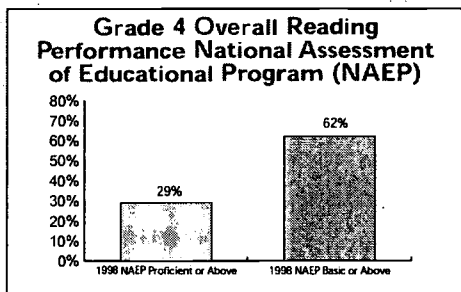
Achievement

Elementary Reading Achievement

Perhaps the most important task of elementary schools is to teach students to read well. Strong reading skills are the key to later success, both in school and in life.

The following charts show the nation's reading performance on the most recent administration of the National Assessment of Educational Progress (NAEP). Under the No Child Left Behind (NCLB) legislation, every state must have a plan in place to ensure that all students are meeting the state's standard of proficiency by 2013-14. While NCLB is focused on raising achievement on state assessments, we should see corresponding gains on NAEP, as a comparable benchmark across states. Results are reported below as the proportion of students reading at the NAEP proficient level.

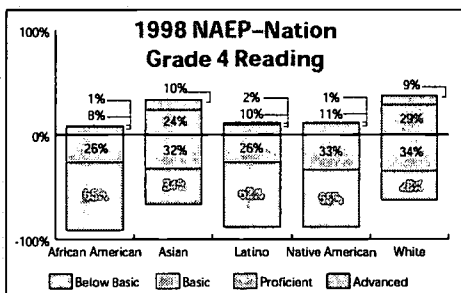
Are the Nation's students proficient in reading?



On the 1998 National Assessment of Educational Progress (NAEP), 62% of the Nation's 4th graders performed at the basic level or above in reading, while only 29% performed at the proficient level.

Do results vary by group?

The charts below show the distance each group has to go in order to reach the proficient level on NAEP. Because it's important to look underneath overall averages to see how different groups of students are performing, NCLB further requires states to report state assessment results by group. In this way, states can draw attention to the students who need the most help.



On the 1998 National Assessment of Educational Progress (NAEP), 38% of the Nation's White 4th graders are reading at the proficient level or above, compared to 12% of the Nation's Latino 4th graders and 9% of the Nation's African American 4th graders. On the other end of the spectrum, 65% of the Nation's African American 4th graders and 62% of the Nation's Latino 4th graders are reading below the basic level, compared to 28% of the Nation's White 4th graders.

Is the Nation's performance improving on NAEP?

Grade 4 Reading

	NAEP State Score		Change from 1992-1998	
	1992	1998	National Change	Biggest Gainer
African American	192	193	+1	+10 (RI)
Latino	199	195	-4	+12 (CT)
White	223	225	+2	+10 (CT)
All	215	215	0	+10 (CT)

Note: A difference of 10 points is roughly equivalent to a year's worth of learning

Between 1992 and 1998, the Nation's 4th graders made no gains on the NAEP 4th grade reading assessment. The biggest state gain over that period was 10 points. From 1992-1998, the gap in the Nation between White and African American students on the NAEP 4th grade reading assessment increased by 1 point; during the same period the gap in the Nation between White and Latino students widened by 6 points.

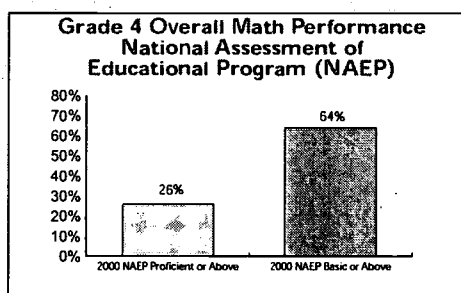
Achievement

Middle Grade Mathematics Achievement

To survive in our information society, all Americans need a solid foundation in mathematics. Middle schools play a particularly central role in assuring that students have not only mastered basic computation, but are also developing the mathematical thinking and problem-solving skills so important in the mathematics courses they will take in high school.

As we showed with reading on the previous page, the following charts show students' mathematics performance on the most recent administration of the National Assessment of Educational Progress (NAEP). NCLB legislation requires every state to have a plan in place to ensure that all students are meeting the state's standard of proficiency by 2013-14. While NCLB is focused on raising achievement on state assessments, we should see corresponding gains on NAEP, as a comparable benchmark across states. Results are reported as the proportion of students at the NAEP proficient level.

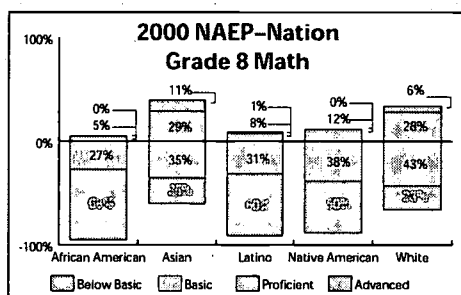
Are the Nation's students proficient in mathematics?



On the 2000 National Assessment of Educational Progress (NAEP), 64% of the Nation's 8th graders performed at the basic level or above in mathematics, while only 26% performed at the proficient level or above.

Do results vary by group?

The charts below show the distance each group has to go in order to reach the proficient level on NAEP. Because it's important to look underneath overall averages to see how different groups of students are performing, NCLB further requires states to report achievement data by group. In this way, states can draw attention to the students who need the most help.



On the 2000 National Assessment of Educational Progress (NAEP), 34% of the Nation's White 8th graders are performing at the proficient level or above in mathematics, compared to 9% of the Nation's Latino 8th graders and 5% of the Nation's African American 8th graders. On the other end of the spectrum, 68% of the Nation's African American 8th graders and 60% of the Nation's Latino 8th graders are performing below the basic level in math, compared to 23% of the Nation's White 8th graders.

Is the Nation's performance improving on NAEP?

Grade 8 Mathematics

	NAEP Scale Score		Change from 1990-2000	
	1990	2000	National Change	Biggest Gainer
African American	237	246	+9	+23 (NC)
Latino	242	252	+10	+51 (NC)
White	270	285	+15	+29 (NC)
All	262	274	+12	+30 (NC)

Note: A difference of 10 points is roughly equivalent to a year's worth of learning

Between 1990 and 2000, the Nation's 8th graders gained 12 points on the NAEP 8th grade mathematics assessment. The biggest state gain over that period was 30 points. From 1990-2000, the gap between the Nation's White and African American students on the NAEP 8th grade math assessment widened by 6 points; during the same period the gap in the Nation between White and Latino students widened by 5 points.

Achievement

How Does the Nation's Achievement Compare?

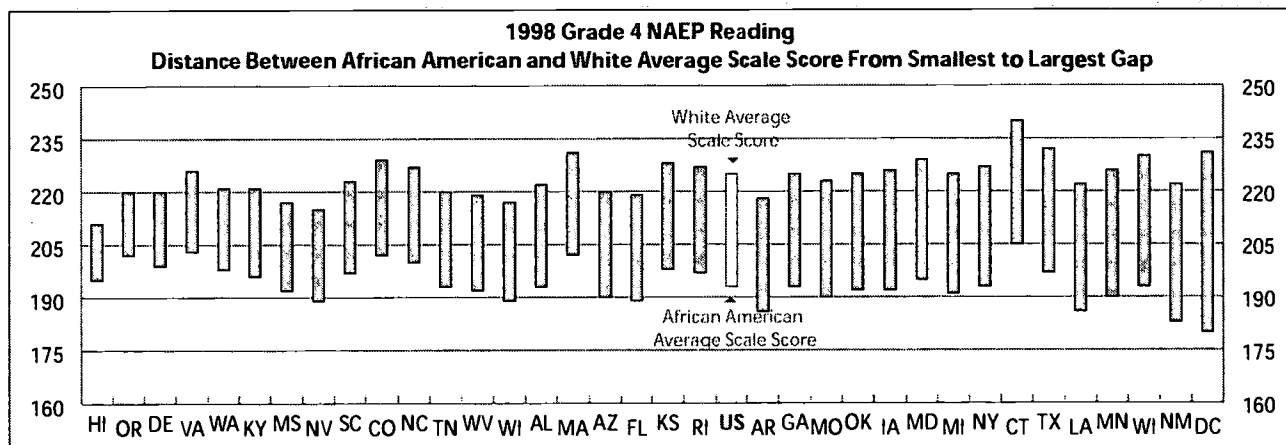
The win-win pattern states want to see is rising student achievement combined with narrowing gaps between student groups. On these pages we show where the nation and the states are in meeting this twofold goal with respect to African American, Latino and low-income students. A complete picture of how the nation and your state is doing with all students can be found on Ed Watch Online at www.edtrust.org.

Readers should note that progress on one part of the goal does not necessarily mean progress on the other. For example, a state can have a narrow achievement gap between White and minority students, but the achievement levels of both groups are low. Likewise, minority achievement can be high relative to other states, but low in relation to White achievement in their own state, leaving a large gap. Most encouraging are the states that are seeing progress on both fronts.

NAEP Grade 4 Reading

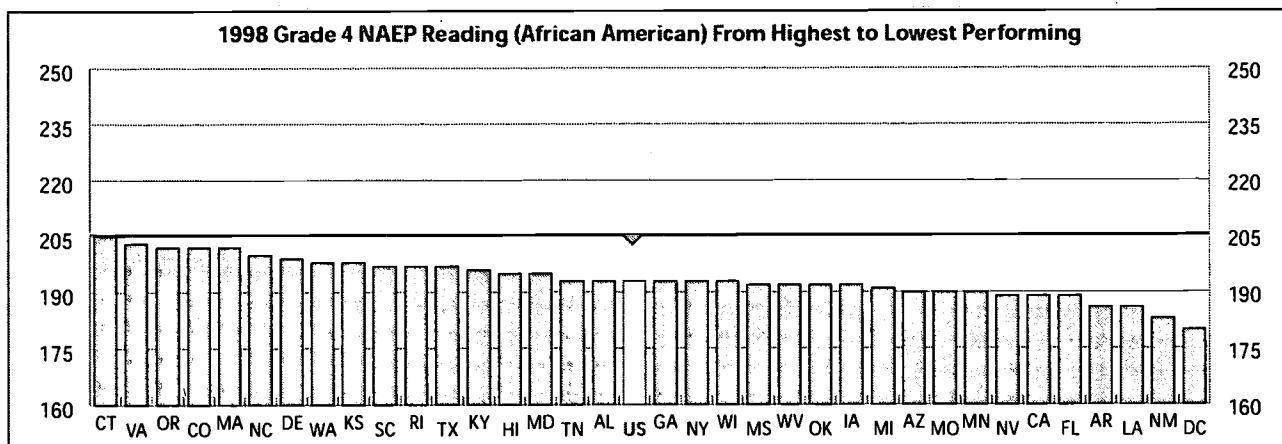
How does the Nation's African American-White achievement gap compare?

The chart below shows the reading achievement gap between the Nation's African American and White fourth-graders on NAEP. The top of each bar represents the average scale score for White students and the bottom is that for African American students. States are ordered from the narrowest to the widest gap.



How do African American scores in the Nation compare?

Some states are far more successful teaching minority and low-income students than others. Indeed the achievement gap between students of the same group in high- and low-performing states is often larger than the gap between White and minority students within states. The following chart shows the average scale scores of African American fourth-graders in all states that participate in NAEP.



Note: A difference of 10 points is roughly equivalent to one year's worth of learning.



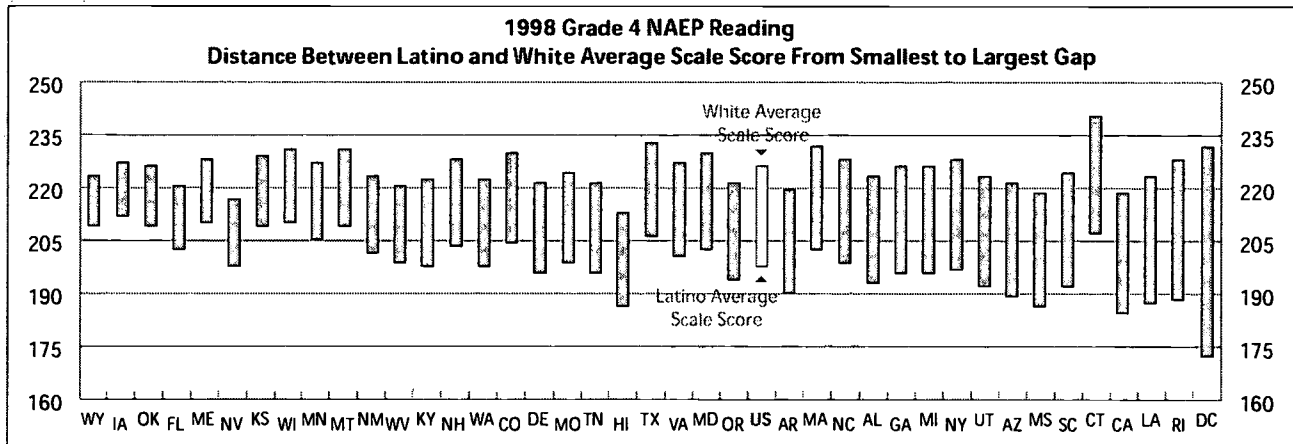
Achievement

How Does the Nation's Achievement Compare?

NAEP Grade 4 Reading

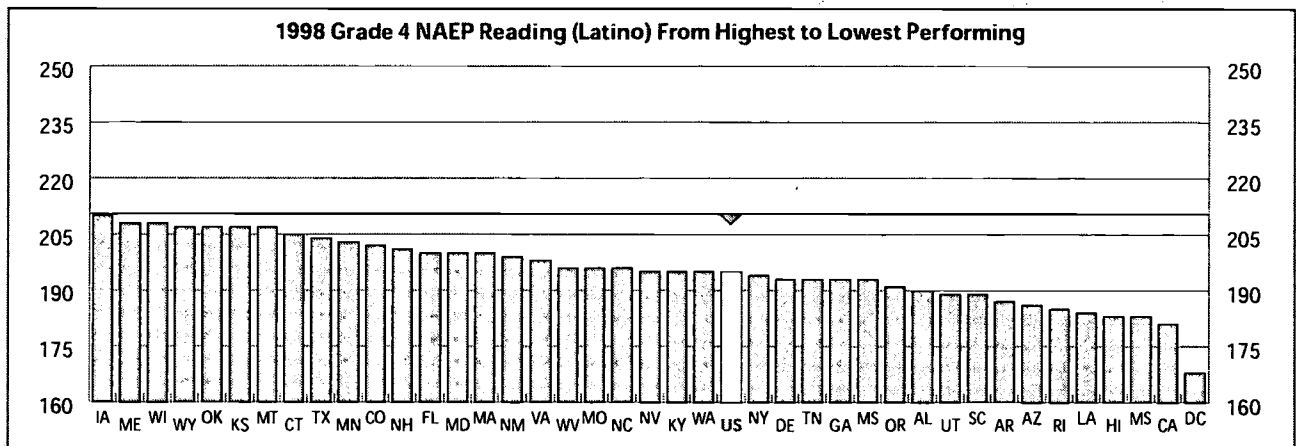
How does the Nation's Latino-White achievement gap compare?

The chart below shows the reading achievement gap between the Nation's Latino and White fourth-graders on NAEP. The top of each bar represents the average scale score for White students and the bottom is that for Latino students. States are ordered from the narrowest to the widest gap.



How do Latino scores in the Nation compare?

Some states are far more successful teaching minority and low-income students than others. Indeed the achievement gap between students of the same group in high- and low-performing states is often larger than the gap between White and minority students within states. The following chart shows the average scale scores of Latino fourth-graders in all states that participate in NAEP.



Note: A difference of 10 points is roughly equivalent to one year's worth of learning.

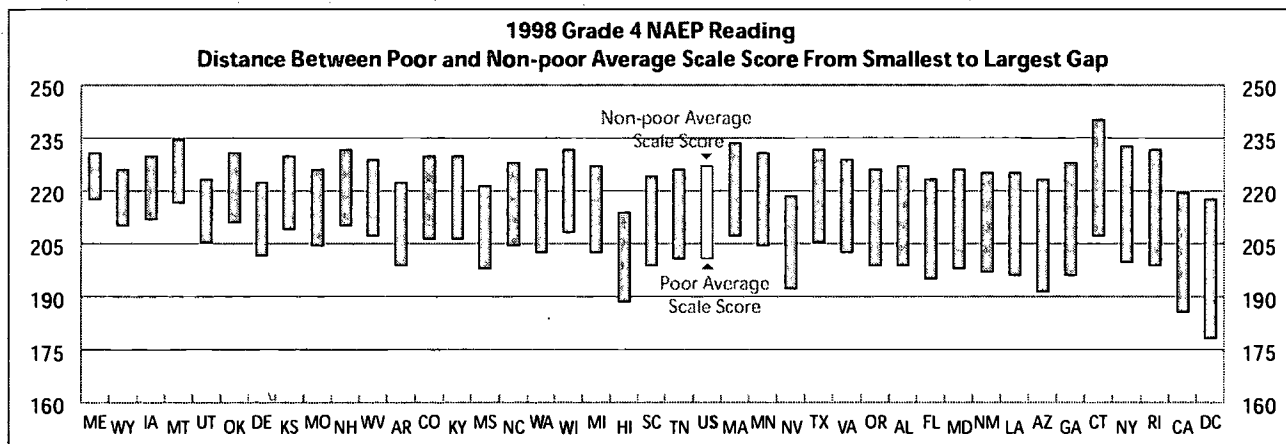
Achievement

How Does the Nation's Achievement Compare?

NAEP Grade 4 Reading

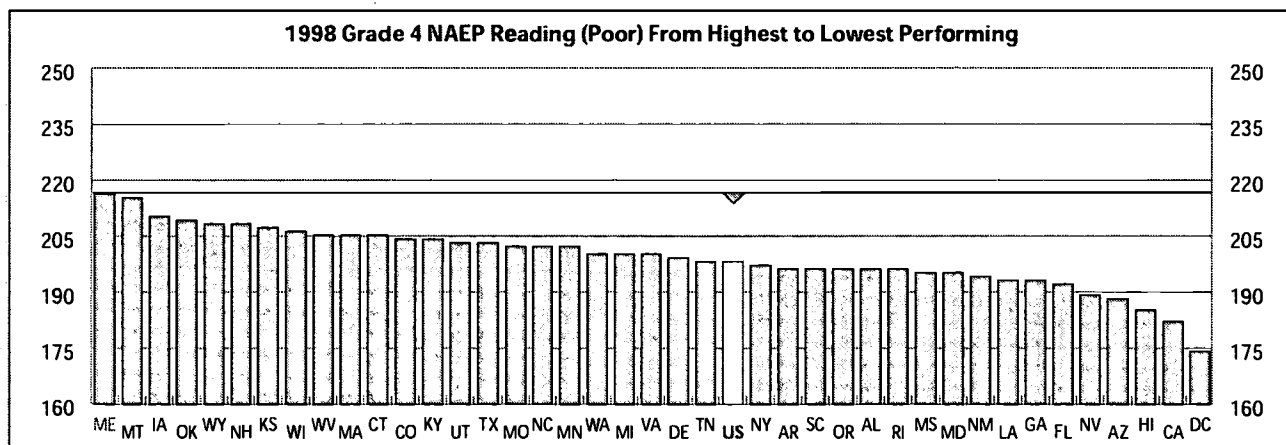
How does the Nation's poor/non-poor achievement gap compare?

The chart below shows the reading achievement gap between the Nation's poor and non-poor fourth-graders on NAEP. The top of each bar represents the average scale score for non-poor students and the bottom is that for poor students. States are ordered from the narrowest to the widest gap.



How do poor students' scores in the Nation compare?

Some states are far more successful teaching minority and low-income students than others. Indeed the achievement gap between students of the same group in high- and low-performing states is often larger than the gap between non-poor and poor students within states. The following chart shows the average scale scores of poor fourth-graders in all states that participate in NAEP.



Note: A difference of 10 points is roughly equivalent to one year's worth of learning.

BEST COPY AVAILABLE



Achievement

How Does the Nation's Achievement Compare?

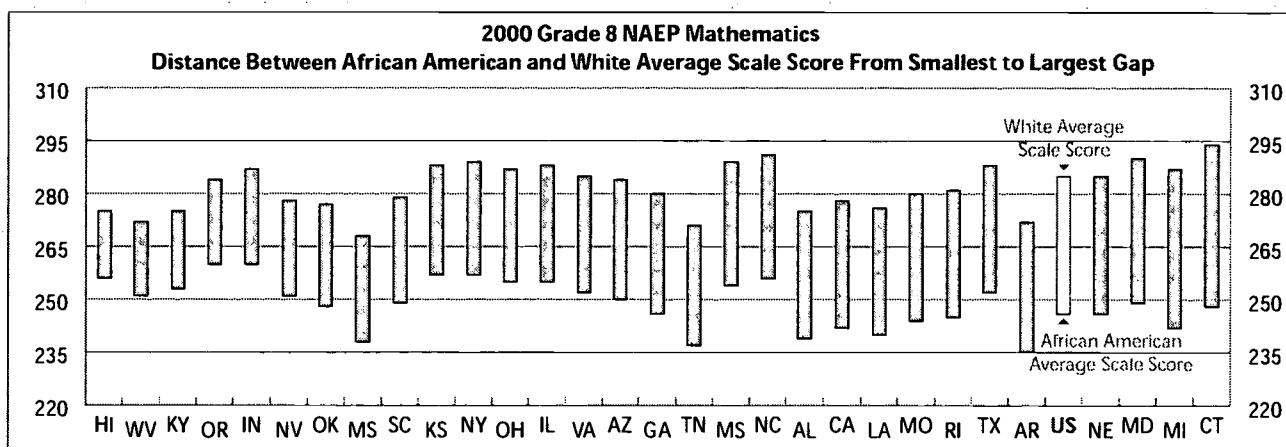
The win-win pattern states want to see is rising student achievement combined with narrowing gaps between student groups. On these pages we show where the nation and the states are in meeting this twofold goal with respect to African American, Latino and low-income students. A complete picture of how the nation and your state is doing with all students can be found on Ed Watch Online at www.edtrust.org.

Readers should note that progress on one part of the goal does not necessarily mean progress on the other. For example, a state can have a narrow achievement gap between White and minority students, but the achievement levels of both groups are low. Likewise, minority achievement can be high relative to other states, but low in relation to White achievement in their own state, leaving a large gap. Most encouraging are the states that are seeing progress on both fronts.

NAEP Grade 8 Mathematics

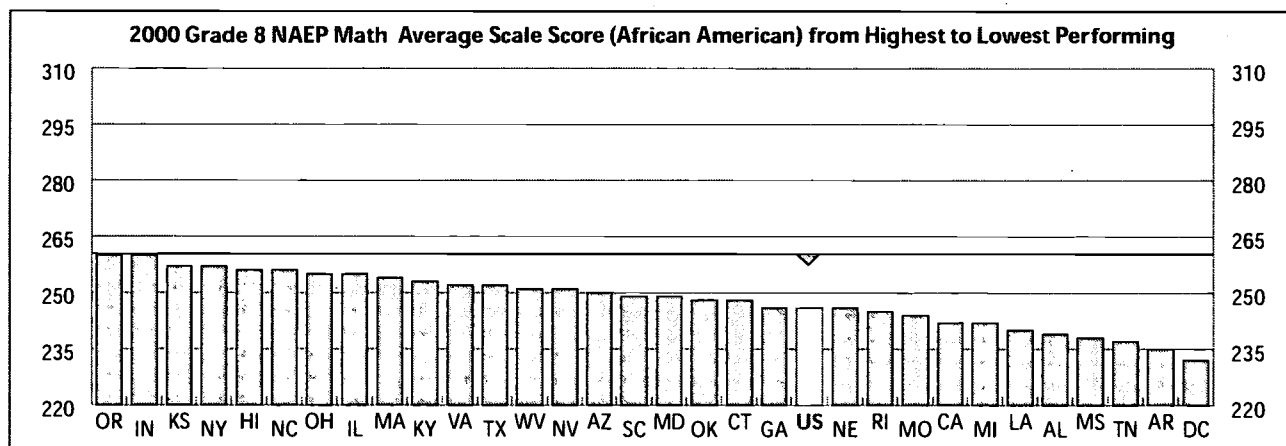
How does the Nation's African American-White achievement gap compare?

As with reading, the chart below shows the mathematics achievement gap between the Nation's African American and White eighth-graders on NAEP. The top of each bar represents the average scale score for White students and the bottom is that for African American students. States are ordered from the narrowest to the widest gap.



How do African American scores in the Nation compare?

Some states are far more successful teaching minority and low-income students than others. Indeed the achievement gap between students of the same group in high- and low-performing states is often larger than the gap between White and minority students within states. The following chart shows the average scale scores of African American eighth-graders in all states that participate in NAEP.



Note: A difference of 10 points is roughly equivalent to one year's worth of learning.

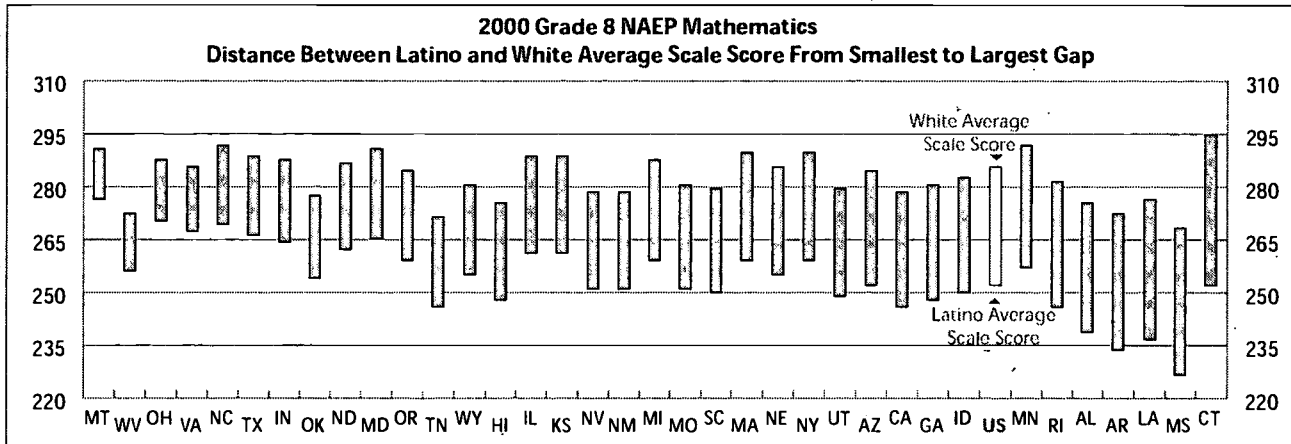
Achievement

How Does the Nation's Achievement Compare?

NAEP Grade 8 Mathematics

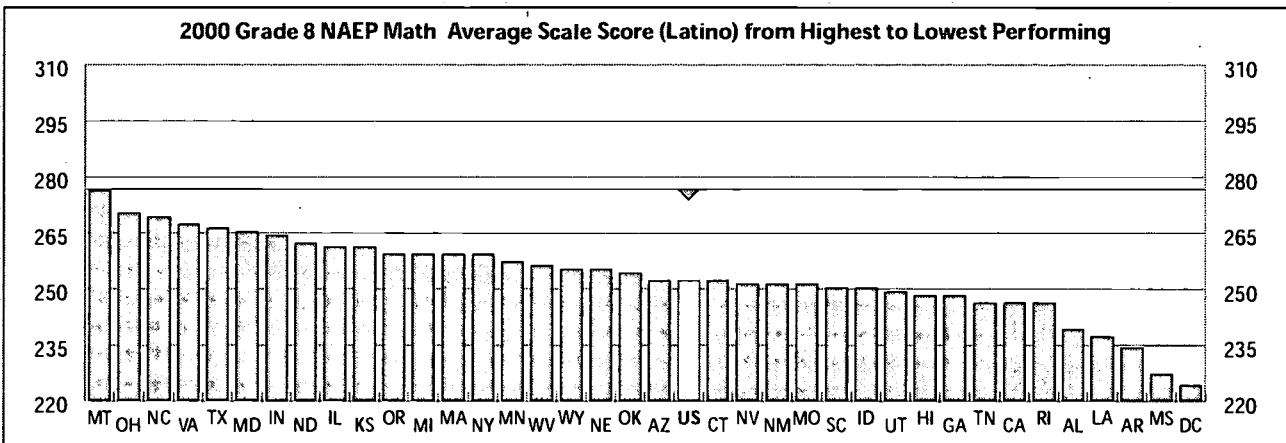
How does the Nation's Latino-White achievement gap compare?

As with reading, the chart below shows the mathematics achievement gap between the Nation's Latino and White eighth-graders on NAEP. The top of each bar represents the average scale score for White students and the bottom is that for Latino students. States are ordered from the narrowest to the widest gap.



How do Latino scores in the Nation compare?

Some states are far more successful teaching minority and low-income students than others. Indeed the achievement gap between students of the same group in high- and low-performing states is often larger than the gap between White and minority students within states. The following chart shows the average scale scores of Latino eighth-graders in all states that participate in NAEP.



Note: A difference of 10 points is roughly equivalent to one year's worth of learning.

BEST COPY AVAILABLE

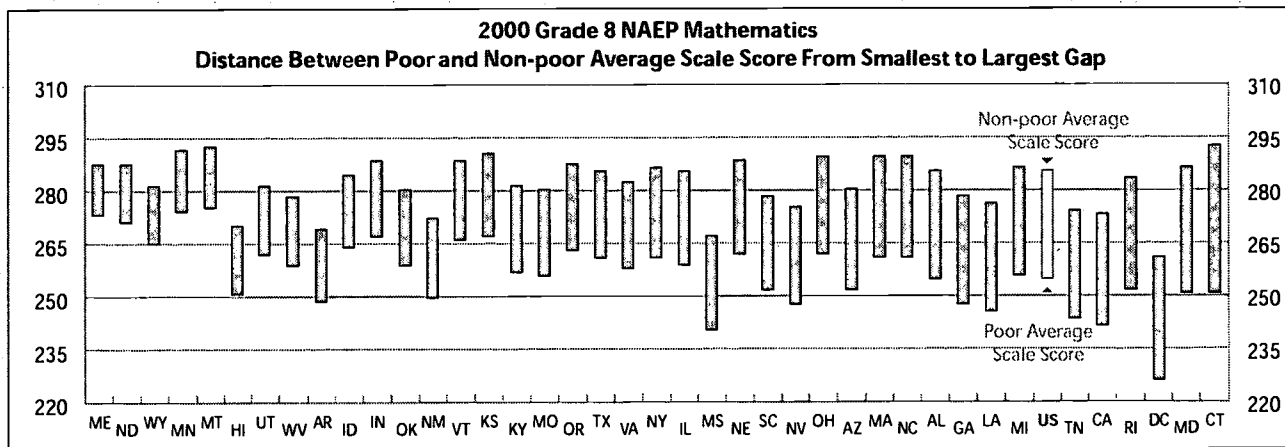
Achievement

How Does the Nation's Achievement Compare?

NAEP Grade 8 Mathematics

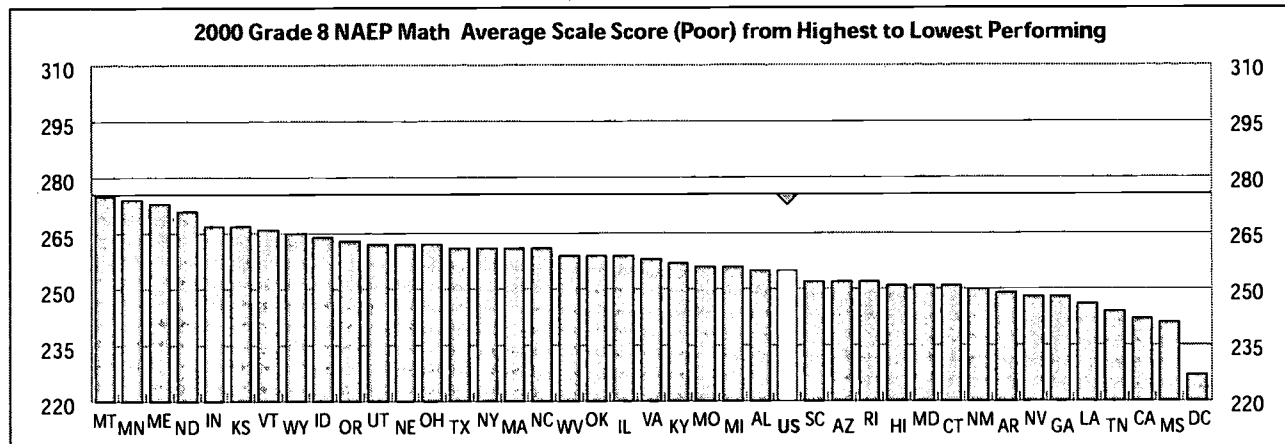
How does the Nation's poor/non-poor achievement gap compare?

As with reading, the chart below shows the mathematics achievement gap between the Nation's poor and non-poor eighth-graders on NAEP. The top of each bar represents the average scale score for non-poor students and the bottom is that for poor students. States are ordered from the narrowest to the widest gap.



How do poor students' scores in the Nation compare?

Some states are far more successful teaching minority and low-income students than others. Indeed the achievement gap between students of the same group in high- and low-performing states is often larger than the gap between non-poor and poor students within states. The following chart shows the average scale scores of poor eighth-graders in all states that participate in NAEP.



Note: A difference of 10 points is roughly equivalent to one year's worth of learning.

Attainment

High School and College Success

In earlier times, young people with poor reading and math skills could still succeed if they were willing to work hard. Now they need more. Not only do young people need to graduate from high school, but most will also need at least some postsecondary education or training.

The Nation's Student Demographics, 1998-99

Population and enrollments: These data offer a picture of the student population in the Nation. Comparing the demographic distribution of students across each educational level shows what happens to children as they journey through the education system. Significant differences should raise questions about equity.

	Population, age 5-24	Public K-12	Two Year Colleges	Four Year Colleges
African American	15%	17%	12%	10%
Asian	4%	4%	6%	6%
Latino	15%	15%	13%	6%
Native American	1%	1%	1%	1%
White	66%	63%	61%	67%
Other	—	—	6%	10%
Total	100%	100%	100%	100%
Number	77,268,742	46,364,833	5,948,431	9,363,858

Participation and Success in Advanced Placement, 2000-2001

Composition of AP test takers: Students take Advanced Placement (AP) exams after completing year-long AP courses, typically among the highest level offered in high schools. In a system where all students have equal access to these opportunities, the percentage of test-takers by race and ethnicity would be proportional to their representation in public K-12 enrollment.

Who Takes AP Tests?

Example: Of all AP test-takers, this proportion were African Americans

	Public K-12 Enrollment	Calculus AB	English Language and Composition	Biology
African American	17%	5%	6%	6%
Asian	4%	16%	12%	18%
Latino	17%	7%	12%	7%
White	62%	73%	71%	70%
Total	100%	100%	100%	100%
Number	46,470,114	111,358	105,742	68,645

Success rates of AP test takers: A school system's responsibility does not end at enrolling students in AP courses. While AP test taking offers a picture of access to AP coursework, relative achievement on these exams is an important measure of student/teacher preparedness. Huge variability in the proportion of test takers that earn a 3 or greater should raise questions about the quality of instruction or educational resources provided in courses labeled Advanced Placement.

Who Scores a 3, 4 or 5?

Example: Of all African Americans who took the AP Calculus exam, this percent scored a 3, 4 or 5.

	Calculus AB	English Language and Composition	Biology
African American	32%	25%	24%
Asian	66%	58%	63%
Latino	41%	27%	30%
White	66%	63%	60%
Total	63%	56%	56%



Attainment

High School and College Success

Who Makes it Through High School?

The Nation's 8th Graders vs. Diplomas

8th graders= 1995-96; diplomas= 2000

	Grade 8	Diploma
African American	—	—
Asian	—	—
Latino	—	—
Native American	—	—
White	—	—
Total	3,356,338	2,319,363

In order to determine equity in attainment rates, we compare regular diploma recipients with the number of 8th graders four years earlier. These show the flow of groups of students from middle school to high school graduation. Although these data do not track individual students from year to year, they should paint a fairly representative picture of who makes it through high school.

Who Makes It Through College?

Good jobs for young people today increasingly require at least some postsecondary training with the greatest advantage going to those with a B.A. or better. Over the last decade, college-going rates have gone up across the country. Below we offer several indicators of postsecondary trends in the nation compared to the performance of the top states on each indicator.

Participation and Persistence in Postsecondary

	Nation	Top States
H.S. freshmen enrolling in any U.S. college w/in 4 years		54%
1st year Community College students returning their 2nd year		63%
Freshmen at 4 year returning their sophomore year		83%
First-time full-time completing a BA w/in 6 years		61%

*Top States= median of top 5 performing states (Measuring Up 2002).

In order to determine equity in attainment rates, we've compared freshmen enrollments to bachelor's degrees four years later. We've also provided official data on the six-year graduation rates for students in your state's premier public university. Taken together, these should paint a fairly representative picture of who makes it through college.

6-Year Graduation Rates, 2001

(1995-96 First-time, full-time freshmen)

African American	
Asian	
Latino	
Native American	
White	
Total	

Note: National graduation rates are not currently available.

The Nation's Freshmen vs. Degrees Awarded

*First-time full-time and part-time freshmen

Freshmen= 1996-97; Degrees= 2000

	Freshmen	Bachelors
African American	263,832	104,158
Asian	118,640	75,050
Latino	199,575	72,290
White	1,551,458	896,485
Other	140,785	89,892
Total	2,274,290	1,237,875



Opportunity

Opportunity Gaps

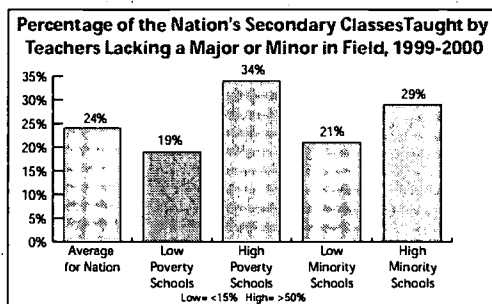
Differences in achievement and attainment between groups of students often have roots in differences in the availability of educational resources. To begin to understand achievement gaps among their students, states and districts should look at the distribution of qualified teachers, challenging curricula as well as funds.

Teacher Gaps

Who Teaches Whom?

Research is very clear: good teachers make good schools. Students who get several effective teachers in a row will soar no matter what their family backgrounds, while students who have even two ineffective teachers in a row rarely recover. The below chart shows one measure of the distribution of teacher talent in the nation.

Under NCLB, every state and school district must make sure that low-income students receive their fair share of qualified and experienced teachers. Readers should investigate their state's plan for placing a highly qualified teacher in every classroom.



According to national survey data, about a quarter of the Nation's secondary classes are taught by teachers lacking either a major or minor in the field. Students in high poverty, high minority schools continue to receive less than their fair share of teacher talent. Secondary classrooms in the Nation's high poverty schools are nearly 80% more likely to be taught by underqualified teachers, than secondary classrooms in the Nation's low poverty schools.

Challenging Curricula

Industry has joined colleges in the demand for individuals with high-level knowledge and skills. This means that all students need a rigorous curriculum in order to be prepared for success, whether they choose college or work. Yet too few students have the opportunity to gain these skills through rigorous math and science courses.

High Level Course-Taking, 1999-2000

Percentage of students who take high-level courses

Course-taking is an indicator of the amount of access students have to challenging subject matter and the essential skills it develops for life after high school. States should examine differences in access for different student groups.

	Nation	Top States*
8th graders taking Algebra	NA	30%
9th-12th graders taking at least 1 upper-level math course	NA	57%
9th-12th graders taking at least 1 upper-level science course	NA	39%

*Top States= median of top 5 performing states (Measuring Up 2002)

BEST COPY AVAILABLE

Opportunity

Opportunity Gaps

Special student placements, 2000

School programs vary a great deal in their level of curriculum, expectations, and instruction. If there is equity in placements, the number of Latino students, for example, placed in gifted and talented programs and in special education should be proportional to Latinos enrolled in K-12. Although suspensions are not precisely an academic program, we include data about them because too often they represent a placement out of the system altogether.

Example for reading this chart: Of all public K-12 enrollments in your state, this proportion were African Americans.

	% Public K-12 Enrollment	% Gifted And Talented	% Special Education	% Suspensions
African American	17%	8%	22%	34%
Asian	4%	7%	2%	2%
Latino	16%	10%	15%	15%
Native American	1%	1%	1%	1%
White	61%	74%	60%	48%
Total	100%	100%	100%	100%
Number	47,018,606	2,926,034	3,908,226	3,053,449

Investments

Funding Gaps: Education Dollars by District Poverty and Minority Enrollment, 1999-2000

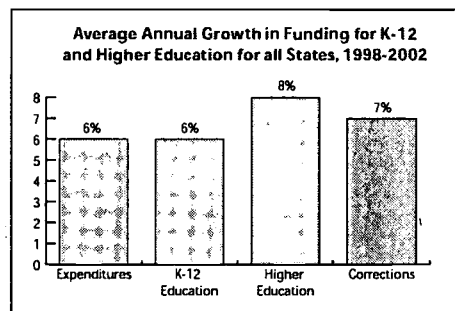
Most states spend considerably fewer state and local resources on the education of poor children than they do on educating more affluent children. The analyses below show the difference between resources available to the quarter of districts in the nation with the most poor children and the quarter of districts with the fewest poor children.

Nationally, districts with the highest child poverty rates have \$966.40 fewer state and local dollars to spend per student compared with the lowest-poverty districts. That translates into a total \$24,160.07 for a typical classroom of 25 students.

Districts with the highest minority enrollments have \$902.23 fewer state and local dollars to spend per student compared with the lowest-minority districts. That translates into a total \$22,555.85 for a typical classroom of 25 students.

Funding for K-12 and Higher Education

It is important to examine changes education spending in the context of the overall budget as well as expenditures in other areas.



College Affordability Gaps, 2001

College costs often discourage students with limited means from seeking further education. States can lessen this problem by targeting their aid dollars to low-income students and by providing affordable colleges within the reach of low-income families.

	Nation	Top States*
Amount state provides to low-income students for every \$1 of federal Pell grants	NA	\$1.08
Share of income that poorest families need to pay for tuition at lowest priced colleges	NA	8%

*Top States= median of top 5 performing states (Measuring Up 2002)

References

State assessment results were collected from state education department websites.

High Level Course-taking, Participation and Persistence, and Affordability data: Measuring Up 2002: The State-By-State Report Card for Higher Education. The National Center for Public Policy and Higher Education (2002). Measuring Up defines "Top States" as the median value of the top five performing states.
<http://measuringup.highereducation.org/2002/reporthome.htm>

NCAA 6 yr graduation rates: www.ncaa.org

All remaining indicators contain data from The Education Watch Interactive State & National Data Site: www.edtrust.org

Full definitions and sources for all indicators on Education Watch Online can be found at: <http://204.176.179.36/dc/edtrust/navfiles/databookdef2.html>

NAEP notes:

- NAEP data were not reported for race/ethnic groups where sample size is too small for reliable estimate.
- State change reported on pages 2 and 3 may not be statistically significant.
- NAEP cross-state tables (pages 4 and 5) are presented for either African Americans or Latinos, whichever is a greater proportion of 2000-2001 public K-12 enrollment. Where neither African American nor Latino students comprise at least 3% of the public K-12 enrollment in a state, we presented data for low-income students.

Cross-state table note (p. 4 & 5): For both the gap and minority achievement charts, states that share the same gap size or scale score are ordered alphabetically and share the same rank order in the text analysis. The nation is not included in cross state rank order.

Public K-12 enrollment note: These data may vary across different tables because we used data from consistent years within each table to provide the most accurate context.

Advanced Placement (AP) note: The number of non-respondents and Native Americans was subtracted from the total test-takers and public K-12 enrollment so the reported-known percentages would equal 100%. AP results for Native Americans are not reported as a separate category because we did not deem the data reliable.

Teacher gap data refer to secondary classes in the core subjects.

Rounding note: Due to rounding, the data where we present distributional percentages may not total to 100. We have indicated <0.5% where data would have rounded to zero.

Education Watch Interactive State and National Data Site

Much of the data in this report—and many additional education indicators—is available on EdWatch Online—our interactive State and National Data Site, which allows users to compare student achievement and opportunity data across states and for the nation. To access the site, go to our website at www.edtrust.org.

Dispelling the Myth Online

While these reports focus on state-level data, Dispelling the Myth Online—another of our online data tools—allows users to mine school-level achievement data in almost every state. This easy-to-use, fully interactive Web site allows you to use school demographic and performance criteria of your choice to conduct rapid searches for high-performing or high-improving schools in nearly every state in the nation for all subjects and grade-levels where state assessment data is available in that state.

To access the full collection of Dispelling the Myth analyses, tools, and documentation, go to our website at www.edtrust.org.



The Education Trust was created to promote high academic achievement for all students at all levels, kindergarten through college. While we know that all institutions could better serve their students, our work focuses on the schools and colleges most often left behind in efforts to improve education: those serving Latino, African American, Native American and low-income students.

BEST COPY AVAILABLE

Education Watch State Summary Reports: Sources and Definitions

Achievement – Pages 2-5

Results from individual state assessments are the latest available as of January 2003 and were collected from State Department of Education web sites.

Results from the **National Assessment of Educational Progress (NAEP)**, administered under the auspices of the U.S. Department of Education, can be obtained via the National Center for Education Statistics at <http://nces.ed.gov/nationsreportcard/>. Data reported are for public schools only, and include the results of students with disabilities who were given accommodations during the testing process.

We report NAEP achievement data by race, ethnicity and family income as measured by eligibility for free and reduced price lunch. NAEP is based on a method of sampling which enables the compilation of an average score for various groups in a state. NAEP is reported according to a "62" rule, meaning that data are not reported for sample sizes that are less than 62. For this reason, some states may not have data for every group. Data may also be unavailable for certain assessments, since not every state participated in each subject and grade level assessment. NAEP did not begin to collect data by family income until 1996, so no income data are reported prior to that year.

NAEP results are reported two ways: an average scale score that indicates what students know and can do; and by proficiency levels that show the percentage of students who meet different levels of performance. NAEP scale scores are based on single, composite 0 to 500 scale for grades 4, 8 and 12. The composite scale allows for comparisons across assessment years. Item maps – currently available at the NAEP web site – offer a glimpse of the knowledge and skills represented by particular scale scores. A general rule of thumb for interpreting NAEP scale scores is that a 10-point difference between student scores is roughly equivalent to one year's worth of learning.

NAEP has established standards of proficiency for each subject and grade level assessed. Student performance, as measured by average scale score, is measured against those proficiency standards, which are divided into four achievement levels: Advanced, Proficient, Basic and Below Basic. NAEP's "Proficient" is the desired level of academic performance for each grade assessed (i.e., grades 4, 8 and 12). Students reaching the "proficient" level have demonstrated competence over challenging subject matter, which includes subject-matter knowledge, its application to real-world situations, and analytical skills appropriate to the subject.

NAEP Trends Over Time

An analysis of trend data shows whether states are making progress towards raising student achievement across the board while closing gaps between groups of students.

Differences in student performance over time represent an absolute change in average scale scores and are not necessarily statistically significant. They should therefore be interpreted with caution.

Source for all NAEP data: All data were obtained online through NCES using the NAEP Data Tables: <http://nces.ed.gov/nationsreportcard/naepdata/search.asp> For more information on the National Assessment of Education Progress, and to access other NAEP publications and reports, you can go to the NAEP website at: <http://nces.ed.gov/nationsreportcard/>

Attainment – Page 6

Student Demographics:

Total Population Ages 5-24: Population Estimates Program, Population Division, U.S. Census Bureau, Washington, DC, July 1, 1999.
<http://cire.census.gov/popest/archives/state/sasrh/sasrh99.txt>

Public K-12 Enrollments: National Center for Education Statistics, *State Nonfiscal Survey of Public Elementary/Secondary Education*, " 1998-99, (Washington, D.C.: U.S. Department of Education, Revised 2001). Table 5 in: <http://nces.ed.gov/ccd/pdf/stNfis98genr.pdf>

Two-Year and Four-Year Colleges Enrollments: *Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey 2000*, (National Center for Education Statistics, U.S. Department of Education, Spring 2001). Readers should use caution when interpreting Native American postsecondary data because of possible over-reporting. Education Trust calculated all the percentages. Amounts include total enrollment at all Title IV degree-granting institutions. Tabulations provided by the National Education Data Resource Center. Calculations performed by the Education Trust. More information on IPEDS can be found at <http://nces.ed.gov/ipeds/>.

Participation and Success in Advanced Placement:

Students take Advanced Placement (AP) exams after completing year-long AP courses, which are typically among the highest level courses offered in high schools. The number of test-takers by race and ethnicity is shown as a percentage of the state total. These numbers should be examined in the context of the "Student Profile" percentages as an indicator of equity in access.

Relative performance on the AP exams is shown here by the proportion of test takers in each racial/ethnic group who scored a 3, 4 or 5 on the exams, by subject area. Generally, a 3 or better is required by colleges and universities to earn college credit. Huge variability in the proportion of test takers that earn a 3 or

greater should raise questions about the quality of instruction or educational resources/opportunities provided in courses labeled Advanced Placement.

Source: The College Board, *2001 Advanced Placement State and National Summary Reports*, (Princeton, N.J.: The College Board, 2001). Calculations by the Education Trust. The total number of Latino test-takers is the sum of the Mexican American, Puerto Rican and Other Hispanic categories. The number of non-respondents, Native Americans, and “Other” respondents was subtracted from the total test-takers so the reported/known percentages would equal 100%. [The number of non-respondents, Native Americans and any other group for which we did not report data were subtracted from the total number of test-takers scoring a 3 or better, so the total percentage and number scoring a 3 or better represent only reported groups.] The only exceptions were states where the Native American population (ages 5-24) was greater than 3%: Alaska, Arizona, Montana, New Mexico, North Dakota, Oklahoma, and South Dakota.

AP performance data are not reported for subgroups smaller than 25 in a given state. Complete data are available at:

http://www.collegeboard.com/ap/library/state_nat_rpts_01.html

Attainment – Page 7

8th Graders vs. Diplomas:

High school completion rates are perhaps the most inconsistently reported education data in the country because states and districts have so many ways to compute (or not compute) the numbers of students who successfully go through their schools. We have chosen to compare enrollments from grade 8 with graduation data five years later to highlight the flow of groups of students from middle school to high school graduation. These data do not track individual students from grade to grade. Nor do they allow for the effects of migration. However, they should portray a fairly representative picture of graduates in the state by showing the number of eighth-graders in 1995-96 as compared to the number of students receiving high school diplomas in 2000.

8th Graders, 1995-1996: *Common Core of Data School Years 1993-94 through 1997-98* CD-ROM (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, December 1999).

Graduates, 2000: *State Nonfiscal Public Elementary/Secondary Education Survey Data*, (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, April 2002). Calculations by The Education Trust. Table 7 in: <http://nces.ed.gov/ccd/pdf/stNfis00gen.pdf>

Participation and Persistence in Postsecondary:

Source: *Measuring Up 2002: The State-By-State Report Card for Higher Education*. The National Center for Public Policy and Higher Education (2002). "Top States" are defined as the median value of the top five performing states. Completion in Utah may be higher than measured, as many Mormon students leave college and universities for two years to fulfill a service mission and return to complete a degree. <http://measuringup.highereducation.org/2002/repothome.htm>

6-year Graduation Rates at State Flagship Campus, 2001:

Source: National Intercollegiate Athletics Association, http://www.ncaa.org/grad_rates/2002/d1/index.html

Freshmen vs. Degrees Awarded:

College completion rates share many of the inconsistencies of high school completion rates. Similarly, we have chosen to report freshmen enrollments compared to degrees four years later. The data show the movement of students in the state, in this case from college entry to degree. First-time freshmen in 1996-97 are compared to the number of bachelor's degrees awarded in 2000. First-time freshman include both full-time and part-time students. As with the high school flow data, the freshmen-to-degree indicator should be viewed in the context of the state's Student Profile.

First-time Freshman, 1996—*Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey, 1996*, (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, Fall 1996). Tabulations provided by the National Education Data Resource Center. Calculations performed by the Education Trust -- the number of Alien Non-Residents and Native Americans were combined into an "Other" category.

Bachelors Degrees Awarded, 2000—*Integrated Postsecondary Education Data System (IPEDS), Completions Survey, 1999-2000*, (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, Fall 2000). Tabulations provided by the National Education Data Resource Center. Calculations performed by the Education Trust -- the number of Alien Non-Residents and Native Americans were combined into an "Other" category.

Opportunity – Page 8

Who Teaches Whom:

A growing body of research suggests that the best educational investment a state can make is in teachers grounded in the subject matter they teach. A key measure of teachers' qualifications is whether they have a major in their particular field. The distribution of qualified teachers in a state is therefore a major indicator of educational equity.

The Education Trust – EdWatch Online State Summary Reports –
www.edtrust.org

Calculations by Richard Ingersoll, University of Pennsylvania, published by the Education Trust, *All Talk No Action* (Washington, D.C.: The Education Trust, August 2002). <http://www.edtrust.org/main/main/reports.asp> The data used in this report are derived from the *1999-00 Schools and Staffing Survey*, (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education). <http://nces.ed.gov/surveys/sass/>

High Level Course Taking:

This information is found in *Measuring Up 2002: The State-By-State Report Card for Higher Education*, The National Center for Public Policy and Higher Education (2002). Measuring Up defines "Top States" as the median value of the top five performing states. Revised data for Tennessee was provided by the Tennessee Department of Education. <http://measuringup.highereducation.org/2002/reporhome.htm>

Opportunity – Page 9:

Special student placements:

The school program in which students are placed has a lot to do with the kind of instruction students receive. Students who are placed in **gifted and talented** classes are typically provided with high-level instruction and challenging curriculum. On the other end of the spectrum, **special education**, intended to serve students with learning disabilities or other special needs. Because these programs are based on students' special abilities, placement in them should be viewed in the context of overall **public K-12 enrollments**. Thus, if African Americans in the state comprise 15% of the student population, African American placement in special education or gifted and talented programs should approximate 15%. We also report the racial/ethnic background of student **suspensions** as an indicator of who gets placed out of school entirely.

% Public K-12 Enrollment: National Center for Education Statistics, *State Nonfiscal Survey of Public Elementary/Secondary Education*, "2000-01," (Washington, D.C.: U.S. Department of Education, April 2002). http://nces.ed.gov/pubs2002/snf_report/table_04.asp

Gifted and talented, special education and suspensions: U.S. Department of Education, Office for Civil Rights Elementary and Secondary School Survey, (Washington: D.C.: Office for Civil Rights, U.S. Department of Education, 2003). Calculations by the Education Trust. The total number of students in Special Education includes those students listed under the categories of Mental Retardation, Serious Emotional Disturbance, and Specific Learning Disabilities.

Funding Gaps:

These figures document the differences in education funding available to districts that serve higher and lower proportions of poor children and minority students. A growing body of research shows that additional dollars spent on the right things can substantially raise the achievement of poor and minority students. But despite decades of school finance litigation in many states, students in districts with the greatest challenges still receive the fewest resources.

Calculations conducted for the Education Trust by Greg F. Orlofsky, using a database constructed for the purpose from the data sources described below.

Adjusted school district revenues: *F-33 Annual Survey of Local Government Finances, 2000*, NCES / U.S. Census Bureau, 2002. School district revenues from state, local, and intermediate sources were adjusted to account for regional cost-of-education differences using a "Cost of Education Index" described in *Geographic Variations in Public Schools' Costs* (Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, February 1998). Revenues were also adjusted to account for the additional costs associated with educating special education and low-income students. For a complete explanation of the methodology used in these calculations, see *The Funding Gap*, The Education Trust, 2002. <http://www.edtrust.org/main/main/reports.asp>

Minority students by district: *Common Core of Data School Years 1996-97 through 1999-2000* CD-ROM, (Washington D.C.: National Center for Education Statistics, U.S. Department of Education, May 2002) District counts were calculated by aggregating school-level counts in this data base.

Children in poverty by district: *Small Area Income and Poverty Estimates: School District Estimates*, (Washington, DC, U.S. Census Bureau, 2002) Based on an estimate of the number of children ages 5-17 and related children in poverty ages 5-17 who reside in the geographic boundaries served by the school district. <http://www.census.gov/hhes/www/saipe/schooltoc.html>

State Funding for K-12 and Higher Education:

Source: National Association of State Budget Officers, *State Expenditure Report*, 1998, 2000, 2002. www.nasbo.org

College Affordability Gaps:

Source: *Measuring Up 2002: The State-By-State Report Card for Higher Education*. The National Center for Public Policy and Higher Education (2002). Measuring Up defines "Top States" as the median value of the top five performing states. <http://measuringup.highereducation.org/2002/reporthome.htm>



*U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)*

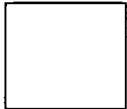


NOTICE

Reproduction Basis

X

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").